DOCUMENT RESUME

ED 128 766 CS 002 929

AUTHOR Oldefendt, Susan J.
TITLE Highlights and Trends from National Assessment: Changes in Reading Achievement, 1970-1975.
INSTITUTION Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
PUB DATE 76
NOTE 17p.; Report presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Achievement Tests; Educational Testing; Elementary Secondary Education; Measurement; *National Competency Tests; *Reading; Reading Ability; *Reading Achievement; Reading Tests; *Test Results
IDENTIFIERS NAEP; *National Assessment of Educational Progress

ABSTRACT

During 1970 and 1971, the National Assessment of Educational Progress (NAEP) conducted its first assessment of reading, measuring the achievement of specific reading objectives by individuals aged 9, 13, 17, and 26-35. In 1974, the Right to Read Effort directed that a Mini-Assessment of Functional Literacy (MAFL) be conducted to determine basic functional reading abilities of selected 17 year olds still in school. This document is a compilation of the results of the first NAEP reading assessment and the change-in-achievement results for the MAFL in-school assessment of 17 year olds. Background information and results for both tests are discussed, with tables of findings illustrating the text. (JM)

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HIGHLIGHTS AND TRENDS FROM NATIONAL ASSESSMENT: CHANGES IN READING ACHIEVEMENT, 1970-1975

by

Susan J. Oldefendt

National Assessment of Educational Progress

Paper presented at annual convention of American Educational Research Association, San Francisco, April, 1976.

700 LINCOLN TOWER • 1860 LINCOLN STREET • DENVER, COLORADO 80203 • (303) 893-5200

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Highlights and Trends from National Assessment:

Changes in Reading Achievement, 1970-1975

by

Susan J. Oldefendt

National Assessment of Educational Progress

National Assessment of Educational Progress (NAEP) conducted its first assessment of reading during 1970-1971. This assessment was designed and conducted in accordance with the model used in other subject area assessments. First, the reading objectives were formulated and reviewed by panels of scholars, educators, students and lay citizens. Then exercises (items) were developed to measure achievement of these objectives by individuals of ages 9, 13, 17 and 26-35. Data which were collected from national probability samples have been analyzed and summarized in NAEP reports. The groups for which achievement results were reported are listed below.

Exhibit 1

NATIONAL ASSESSMENT REPORTING GROUPS

SEX: Male, Female

COLOR: White, Black

GEOGRAPHICAL REGION: Northeast, Southeast, Central, West

SIZE AND TYPE OF COMMUNITY:

Extreme Rural, where schools serve communities of less than 2,500 population, and residents are farmers or farm workers

Low Metropolitan, where schools serve areas in which a high proportion of residents are on welfare or not regularly employed

High Metropolitan, where the area served by schools consists mainly of professional or managerial personnel

Main Big City, where schools are in a large city, but not in the low or high metro groups

Urban Fringe, where schools are in a large metropolitan area, but are outside the city limits

Medium City, where the population is between 25,000 and 100,000

Small Places, where the population is less than 25,000

LEVEL OF PARENTAL EDUCATION:

No High School - neither parent attended school past the eighth grade

Some High School - at least one parent reached the ninth grade, but neither parent graduated from high school

Graduated High School - at least one parent graduated, but neither parent continued on with schooling

Post High School - at least one parent received some post high school education (college or vocational school)

In 1974 the National Right to Read Effort awarded a grant to the Education Commission of the States to have NAEP conduct a Mini-Assessment of Functional Literacy (MAFL). The effort was designed to gather data to determine how well 17-year-olds who are still in school can perform basic functional reading tasks. NAEP exercises which were judged by reading specialists appointed by the Right to Read Effort to be examples of basic everyday reading tasks were selected and administered to a national probability sample of 5,200 17-year-olds. Many of the exercises had been used in the 1971 assessment, and therefore it has been possible to compute and report changes in achievement on the functional literacy exercises for 17-year-olds in-school.

During the school year 1974-1975, the second NAEP reading assessment collected data from 9-year-olds, 13-year-olds and 17-year-olds, both in-school and out-of-school. Exercises used in 1974-1975 had also been administered in the first reading assessment, and the changes in achievement between the two times are currently being analyzed. The first NAEP report of the change findings is scheduled for early Fall, 1976. A replication of the first MAFL assessment was conducted in conjunction with the regular 1974-1975 assessment and the MAFL Right to Read report is scheduled for release in September, 1976.

This paper is a compilation of results from the first NAEP reading assessment and change results for the MAFL in-school 17-year-old assessment. Changes in achievement levels of reporting groups on the functional literacy set of exercises are highlighted.

I. THE FIRST NATIONAL ASSESSMENT OF READING 1970-1971

Development of Objectives, Exercises and Reporting Classifications

The initial step in the creation of the first reading assessment was the development of six major objectives (with subobjectives) for reading. The first five objectives represented the individual's ability to comprehend, analyze, use, reason logically from and make judgments concerning what he has read. These objectives form a hierarchy of reading behaviors; that is, one must be able to comprehend a passage before he can analyze it and analyze a passage before he can use it, reason from it or make judgments concerning it. This hierarchical arrangement of behaviors represents a logical progression of what a student should be able to do as a result of his reading experiences and instruction. The sixth reading objective was concerned with attitudes toward and interests in reading.[1]

[1] For a complete statement of the Reading objectives and a detailed discussion of their development, refer to Reading Objectives, 1970-71 National Assessment of Reading (Denver, CO: National Assessment of Educational Progress, 1970).

Once the reading objectives were formulated, they became the framework within which the reading exercises were developed. Each exercise, therefore, purported to measure readers' skills related to one of the above objectives.

The majority of the reading exercises were in a multiple-choice format that included an "I don't know" response. The respondent merely filled in an oval beside the response he believed to be correct. Some exercises were open-ended, requiring the respondent to supply his own response.

After the reading exercises were developed, another framework for classification was constructed. The themes were developed by members of the National Assessment staff and reading specialists to cluster the reading exercises into reporting categories that are meaningful to lay persons, scholars and educators concerned with the reading skills of various groups of young Americans.

A theme defines a set of existing or potential exercises that relate to each other in content or in some central idea that is meaningful to the subject area of concern. The reading themes represent both a variety of reading materials and a variety of behaviors these materials require. The themes are numbered--the lower numbers designating the more basic reading skills and the higher numbers designating higher-order skills. Successful performance on exercises in the higher-numbered themes requires some of the abilities measured in the lower-numbered themes in addition to the higher-ordered skill.

Theme 1: Understanding Words and Word Relationships

Theme 2: Graphic Materials
- Subtheme A: Interpret drawings and pictures
- Subtheme B: Read signs and labels
- Subtheme C: Read charts, maps and graphs
- Subtheme D: Read forms (such as applications, report cards, etc.)

Theme 3: Written Directions
- Subtheme A: Understand written directions
- Subtheme B: Carry out written directions

Theme 4: Reference Materials
- Subtheme A: Know appropriate reference sources
- Subtheme B: Use reference materials effectively

Theme 5: Gleaning Significant Facts from Passages

Theme 6: Main Ideas and Organization

Theme 7: Drawing Inferences

Theme 8: Critical Reading

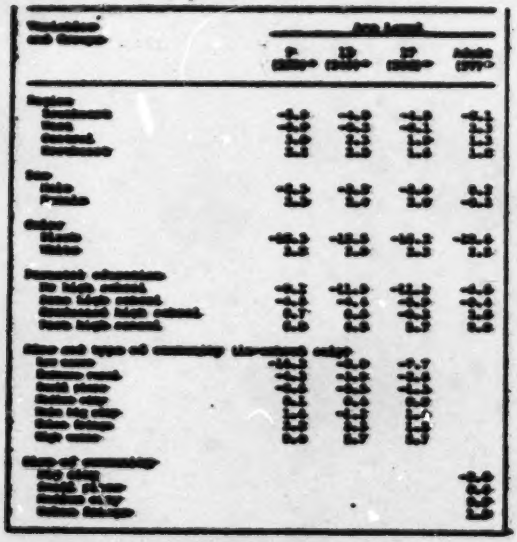
Summary of Analysis and Results

For each exercise at each age the percentage of respondents in each reporting group who got the exercise correct was calculated. Jack-knifed standard errors for the percentages were also computed. Differences in percentages for each reporting group and the nation were calculated in order to determine whether the group was performing above or below the national level of performance. The exercise-by-exercise results indicate relative achievement levels of groups on specific pieces of content.

In order to summarize results for each reporting group for sets of exercises, medians of differences in percentages between the group and the nation were calculated. Medians were computed for the entire set of exercises and for certain subsets of exercises which were classified in the same objective or reporting theme. By comparing median differences for a group, one can determine whether the group always performs above or below the nation no matter what the level of the objective or theme is, or whether on certain types of reading tasks the group deviates from its usual pattern of performance.

Results for each of the reporting groups on the total set of reading exercises are presented in Exhibit 2.[2]

Exhibit 2. Median Differences Between the Nation's Performance and the Performances of Each Group for the Set of All Exercises Administered in 1970-71



*Number of Differences Summarized

[2]Summary results for each reporting theme can be found in Report 02-R-00, Reading: Summary Data (Washington, D.C: Government Printing Office, 1974. Detailed reports on each of the eight themes, plus one on reading rate and comprehension, are also available.

The contrast most evident in the summary data was the difference between the performance levels of blacks and whites. The difference was extremely large, with blacks being far below the national level on every theme, without exception. The overall level of performance for blacks, in fact, was lower than that for any other group in 1970-1971. That held true at all age levels, with black adults having the lowest relative overall performance. Among the school-age population, however, the gap between blacks and whites did not appear to increase with age. That is, in relation to the nation, blacks did not seem to read less well at age 17 than they did at 13 or 9 years of age.

Obvious differences in reading performance also existed within all other categories of respondents examined in the reading assessment. The overall reading performance of school-age boys was clearly below that of girls. Exceptions to that pattern were as follows. Nine-year-old boys read about as well as girls in the skills areas of vocabulary and graphic materials. Males in general also had better recall of specific details than girls did on reading rate exercises, though girls generally read faster. Among the young adult population, men and women showed about the same reading ability.

There was also a relationship between reading achievement and the region of the country in which a person resides. Specifically, respondents at all four age levels in the southeast performed below their counterparts from the other three regions of the country in every reading skill area assessed--from following simple directions to reading critically. Southeast young adults, moreover, fared even less well than any of the school-age groups in the southeast. Those adults had particular difficulties in understanding words and word relationships and in drawing inferences.

Western school-age respondents tended to be at or slightly below the national level; however, western adults were somewhat above the national level on every theme and objective. In contrast, adults from the northeast performed at about the national level on five of the eight themes, whereas northeastern 9, 13 and 17-year-olds were somewhat better than the national level on most themes. Central adults did not do relatively as well as the school-age populations from that region. The central adults were at the national level on three themes--main ideas and organization, drawing inferences and critical reading--and somewhat above on the others. However, all three school-age groups from the central region were above the national percentage on all themes. The 17-year-olds from that region performed especially well on graphic materials, written directions and reference materials.

The level of parental education also made a difference in reading performance. School-age populations and young adults whose parents have not completed high school read far less well

than did people of the same age level whose parents have more education. When at least one parent in a family had graduated from high school, the chances increased that the school-age children (9, 13 and 17-year-olds) would be at least average readers compared to the nation as a whole. Coming from a home with little formal education seemed to be less of a handicap to reading performance for young adults. The highest overall reading performance of any parental education category was registered by respondents whose parents had some education beyond high school. This was true at each of the four ages.

There was also an obvious relationship between reading proficiency on the National Assessment reading exercises and the size and type of community (STOC) which one's school serves. School-age young people from the low metropolitan group performed far below those in other STOC groups, with the greatest difficulty being experienced by the 9-year-olds in that STOC category. In contrast, 9, 13 and 17-year-olds from the high metropolitan group were superior to all other STOC groups in their overall reading performance.

Between those two extreme groups there was a wide range of performance for the other STOC groups in relation to the nation as a whole. Because these STOC categories are partially related to family income, reading success is apparently associated with parents' financial well-being.

For young adults the pattern of reading success in relation to the nation as a whole was somewhat commensurate with the size of community, as follows: adults from big cities read somewhat below the national average, adults from small places and medium cities read at about the national average and adults from urban fringes read somewhat above the national average.

II. THE 1974 MINI-ASSESSMENT OF FUNCTIONAL LITERACY

Background Information

In an effort to gather data regarding basic reading abilities of young Americans who were about to finish their high school educations, the National Right to Read Effort and NAEP conducted a Mini-Assessment of Functional Literacy (MAFL) in 1974. This assessment was administered to 5,200 17-year-olds enrolled in school. They were selected to be representative of the entire population of in-school 17-year-olds in America. The young people were asked to answer questions and complete tasks in reading which had been selected by a panel of reading specialists appointed by the Right to Read. These exercises were judged to be examples of basic everyday reading tasks. According to the specialists, all 17-year-olds should be able to correctly complete the MAFL exercises if they are to function adequately in everyday life.

The exercises included such questions as:

+ Here are pictures of four doors you might find in a school. Fill in the oval under the door where you might go for lunch. (The doors were labeled Nurse, Principal, Cafeteria and Library.)

+ How many additional books must you buy? (One of several questions about a reprinted book club announcement.)

+ Must a person appear at the Traffic Violation Bureau to plead "not guilty" to a traffic offense? (One of several questions about a replica of a traffic ticket.)

There were 86 such exercises, designed to find out about people's basic reading skills. Sixty-four of these exercises were duplicates from the 1971 reading assessment. It is on these 64 exercises that comparisons between the 1971 and 1974 assessments are made.

While society might wish that all 17-year-olds attending school could perform each of the very basic reading tasks in the mini-assessment, NAEP and Right to Read staff members felt that might not be a realistic standard. A more realistic level of achievement, they decided, might be found by asking a group of 17-year-old "superior readers" to do the tasks and finding out what percentage could do so correctly.

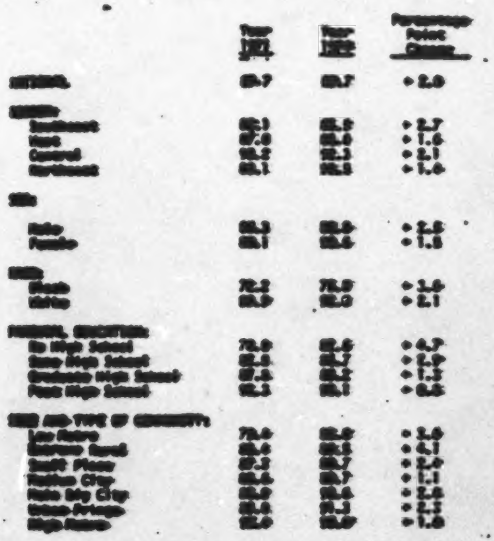
A superior reader was defined as a 17-year-old student who had attained at least the 90th percentile on the College Entrance Examination Board reading test or an equivalent standardized reading test. One hundred such young people were located in a metropolitan area and completed the MAFL exercises. The percentage of superior readers who responded

correctly on each exercise was considered to be the "highest expected level of performance" for that exercise. The percentage of all 17-year-olds in the national sample who responded correctly on each exercise was adjusted by converting the figure to a percentage of the highest expected level of performance for that exercise, rather than measuring it against the ideal of 100 percent. All summary values (mean P-values) presented here are based upon data adjusted to relate to the highest expected level of performance.

Change Results for 1971-1974: Seventeen-Year-Olds

The summary statistics which have been compared to determine if any change in performance levels on the functional literacy exercises occurred are mean percentages of the nation and each reporting group who gave correct responses on a set of exercises. Mean percentages correct (mean P-values) were computed for each reporting group in each year. A summary table of the means for the two years and the changes which occurred is presented in Exhibit 3.

Exhibit 3. Mean Percentages of Each Group That Gave Correct Responses*



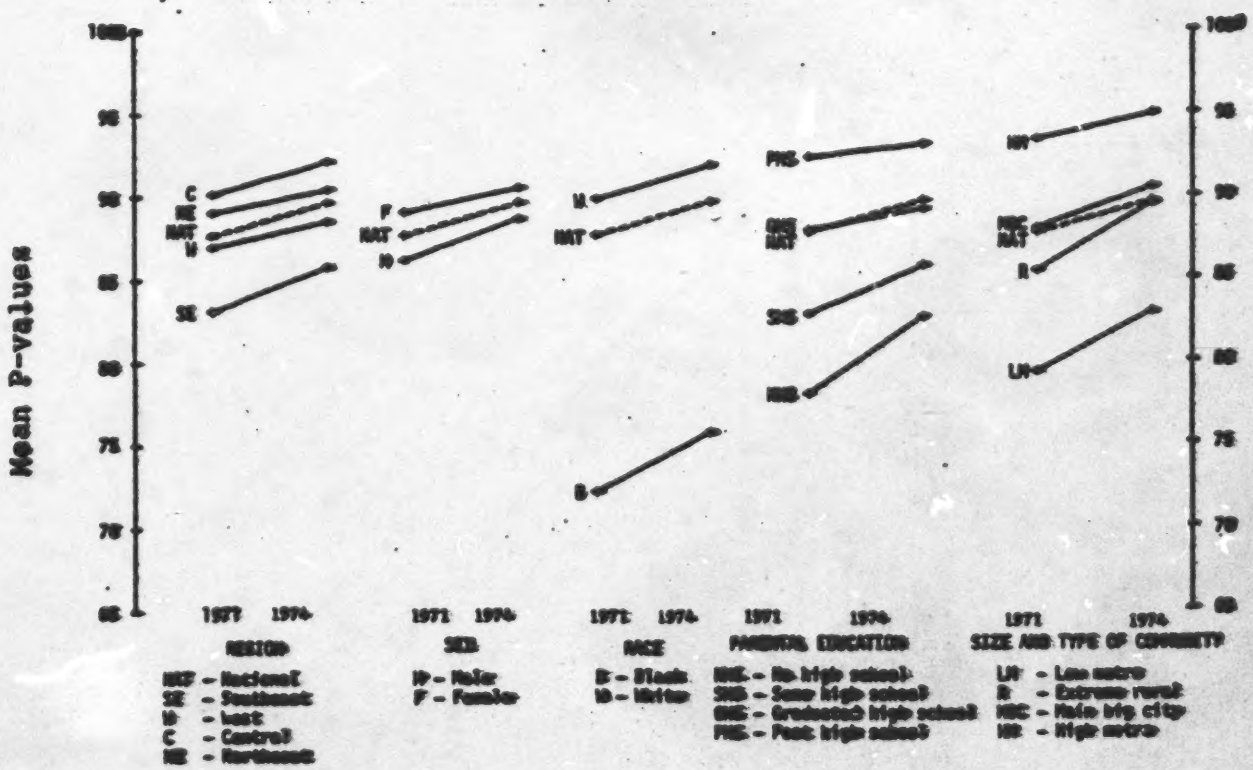
*Values are based on 64 Exercises from the 1971 and 1974 assessments, adjusted to the highest expected level of performance.

All groups showed a gain in basic reading performance as measured in the mini-assessment. While this does not mean that all groups gained on all the exercises, all groups did show a gain in their mean percentage correct. The average percentage of the national sample of 17-year-old students who could perform the basic reading tasks was 2 percentage points higher in 1974 than in 1971.

In general, those groups gained most who had most to gain--those whose parents had no high school education gained 4.7 percentage points; blacks gained 3.6 percentage points, and those who live in the low metro communities gained 3.6 percentage points. Although not as low in 1971 as other groups, extreme rural communities also gained 4.1 percentage points.

Exhibit 4 graphically shows the percentage point changes from 1971 to 1974. Three size-and-type of community groups (small places, medium cities and urban fringes) are not shown on this exhibit since their performances were so close to the national level.

Exhibit 4. Changes in Basic Reading Ability of 17-Year-Olds From 1971 to 1974



The results show that within each variable, the group performing least well in 1971 (region, southeast; sex, male; race, black; parental education, no high school; size-and-type of community, low metro) made substantial gains. In all cases, however, the 1974 mean P-values for these groups are still smaller than the 1971 mean P-values for the groups posting the next poorest performance (region, west; sex, female; race, white; parental education, some high school; size-and-type of community, extreme rural).

Results for Subsets of Exercises in the 1974 Mini-Assessment

The MAFL exercises, as a set, were selected to present the formats of reading materials frequently encountered in everyday life and with which we must be able to cope if we are to be able to function adequately. The reading skills or behaviors which must be applied to the task, are for the most part, basic.

The NAEP-MAFL staff and a panel of reading specialists studied the MAFL exercises and classified them into five types of exercise formats and five types of reading skills required. When a MAFL exercise contained more than one part, each part was classified independently. Therefore, a multipart exercise can represent several formats and/or several skills.

The types of reading materials presented to 17-year-olds in the mini-assessment were:

I. Passages: such as those found in stories, poems or newspaper and magazine articles.

IIA. Graphic materials: drawings, pictures, signs and coupons.

IIB. Graphic materials: charts, maps and graphs.

IIC. Graphic materials: forms, such as a report card and a long-distance telephone bill.

III. Reference materials: such as dictionaries, the telephone directory and encyclopedias.

Exhibit 5 presents the mean percentages (P-values) for the entire set of exercises and for types of exercise formats. The results show that all groups performed highest on drawings, pictures, etc. and second highest on charts, maps and graphs. All groups performed third highest on passages with the exception of the main-big-city group, which performed fourth highest on this format. Most groups performed fourth highest on forms;

of those that did not, the west, female, extreme-rural, medium-city and high-metro groups performed least well on this format and the main-big-city group third highest. Most groups performed least well on reference materials.

Exhibit 5. Mean P-Values for All Exercises and for Types of Exercise Formats

	All Exercises (56)	I (20)	IIA (13)	IIB (11)	IIC (12)	III (14)
National	91.16	91.38	94.72	93.18	88.38	87.57
Region						
Southeast	88.88	88.52	92.37	90.37	84.30	83.64
West	90.13	90.49	94.34	92.12	86.63	87.40
Central	93.26	93.46	96.67	94.54	91.61	89.78
Southeast	91.43	91.71	94.67	94.43	89.46	87.97
Sex						
Male	90.24	90.05	94.05	92.45	88.87	86.45
Female	92.02	92.66	95.33	93.83	88.29	88.36
Race						
Black	79.08	79.44	85.33	82.32	73.74	71.14
White	93.16	93.36	96.38	95.06	90.39	89.72
Parental education						
No high school	83.36	83.82	90.73	86.74	83.33	79.44
Some high school	87.95	88.31	92.27	91.21	84.08	83.16
Graduated high school	90.46	91.01	94.62	92.23	87.46	86.95
Post high school	94.01	94.05	96.93	95.86	91.87	91.27
Size and type of community						
Low metro	87.17	86.41	88.65	87.68	81.68	79.09
Fastrano rural	91.34	90.99	95.39	93.33	88.92	89.32
Small place	91.08	90.97	94.78	92.92	89.69	87.49
Medium city	91.34	91.43	95.49	93.66	87.05	87.83
Main big city	91.98	91.95	95.47	92.69	90.38	87.52
Urban fringe	92.48	93.08	95.64	94.36	88.90	88.65
High metro	93.89	94.27	98.43	97.74	91.24	93.65

I - Passages
IIB - Graphic materials — drawings, pictures, signs, labels, coupons
IIB - Graphic materials — charts, maps, graphs
IIC - Graphic materials — forms
III - Reference materials

The reading skills assessed were:

1. Understanding word meanings. After the person produces the sound that makes up the word, can he/she understand it?

2. Gleaning significant facts. Can the person identify specific facts contained in different kinds of reading material?

3. Comprehending main ideas and organization. Can the reader identify the main idea or topic and understand how the writer organized facts to support it?

4. Drawing inferences. Can the reader go beyond the information given by the writer and draw conclusions based on that information?

5. Reading critically. Can the reader use his own thoughts and experiences to analyze, criticize, evaluate and then accept, modify or reject what the writer has said?

These labels attached to categories of reading tasks can be misleading by implying greater difficulty than the actual tasks display. The functional literacy reading tasks required only a basic reading skill in all categories. Only three exercise parts were classified in the skill category of Reading Critically, and therefore, summary results for this small set of exercises are not presented here.

The results for four types of reading skills presented in Exhibit 6 show that all groups understood word meanings best and drew inferences least well. While performance on the other behaviors was somewhat mixed, most groups performed second highest on comprehending main ideas and third highest on gleaning significant facts.

Exhibit 6. Mean P-Values for All Exercises and for Certain Types of Reading Skills

	All Exercises (88)	1 (12)	2 (47)	3 (89)	4 (18)
National	91.16	96.83	91.57	93.30	84.18
Region					
Southeast	88.09	93.11	88.44	91.03	79.37
West	90.33	95.92	90.48	93.09	83.95
Central	93.26	98.20	93.71	95.37	86.73
Northeast	91.63	97.15	92.25	92.97	84.93
Sex					
Male	90.24	96.25	90.74	91.91	82.67
Female	92.08	97.39	92.35	95.19	85.50
Race					
Black	79.69	92.80	79.69	80.82	63.91
White	93.19	97.36	93.46	94.82	87.89
Parental education					
No high school	85.36	94.39	86.82	89.46	74.24
Some high school	87.93	95.91	88.43	91.73	78.39
Graduated high school	90.46	96.89	91.06	93.38	83.30
Post high school	94.01	97.76	94.39	95.52	88.94
Size and type of community					
Low urban	89.17	95.32	89.29	87.65	72.92
Extreme rural	91.34	96.49	92.05	94.83	85.67
Small place	91.88	96.64	91.35	93.46	84.63
Medium city	91.34	96.37	91.13	94.47	85.19
Main big city	91.99	97.71	92.34	94.05	84.27
Urban fringe	92.46	97.35	93.14	93.73	85.33
High urban	93.89	97.98	93.83	96.98	93.74

1 - Understanding Word Meanings
2 - Gleaning Significant Facts
3 - Comprehending Main Ideas and Organization
4 - Drawing Inferences

General Summary of 1974 MAFL Results

Nearly all 17-year-old groups did moderately well on all questions in the mini-assessment. In only a few instances did less than 80 percent give a correct response, when percentages were adjusted to the superior reader achievement level. Even when the percentages were not so adjusted, they rarely dropped below 70 percent. All groups in the mini-assessment did best on reading materials involving drawings and pictures and second best on those concerned with charts, maps and graphs. The poorest performances were shown on reference materials and reading exercises involving forms. All groups understood word meanings best and drew inferences least well. Performance on other skills was mixed.

In only four groups and in five reading exercise classifications did the average drop below 80 percent.

- Blacks were below 80% on the set of all exercises (79.1%), forms (75.7%), reference materials (72.1%), gleaning significant facts (79.7%) and drawing inferences (63.9%).
- Those whose parents had no high school education were below 80% on reference materials (79.4%) and drawing inferences (74.2%).
- Those whose parents had some high school education were below 80% on drawing inferences (78.6%).
- Those in low metro areas were below 80% on reference materials (79.1%) and on drawing inferences (72.9%).

Other important results for the reporting groups are contrasted below.

1. Whites did better than blacks on all of the basic reading exercises, with an average difference of 14.1 percentage points in favor of whites.
2. Girls did better than boys except in reading forms. The average difference between boys and girls over all exercises was 1.8 percentage points.
3. Young people in the central region of the country did best on all kinds of basic reading tasks, and those in the southeast region did least well with an average difference of 5.2 percentage points between the two regions. Those in the northeast region were second best on all categories except comprehension of main ideas, in which they ranked third; those in the west were third on all categories except comprehension of main ideas in which they ranked second.

4. The young people whose parents had some formal education past high school generally did best on all of the reading tasks, while those whose parents had no high school education did least well. The average difference between the two groups was 8.7 percentage points. Those who had at least one parent who graduated from high school ranked second, and those whose parents had some high school, but didn't graduate, were third.

5. Among the sizes-and-types of community, the low-metro group performed least well on all exercise classifications; and the high-metro group performed highest on all classifications except for forms. The average difference between the two groups was 10.7 percentage points. All other groups performed very close to each other and the national level.

The Mini-Assessment of Functional Literacy was designed to contain materials that were clearly measures of basic reading performance skills. The results show that for these specific types of materials and skills the reading achievement levels of 17-year-old students generally tended to be higher in 1974 than in 1971.

III. THE SECOND NAEP READING ASSESSMENT 1974-1975

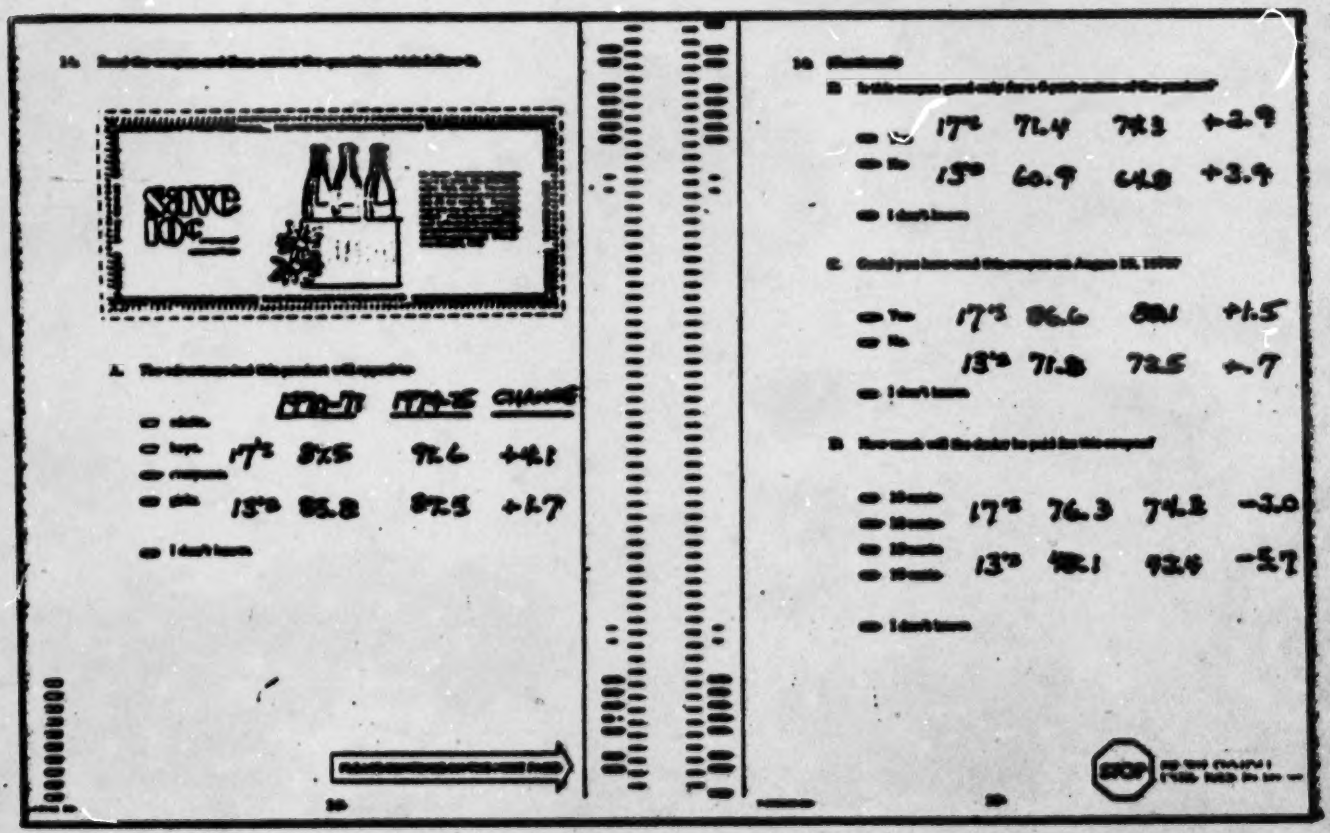
Data from the second reading assessment have been collected and are currently being analyzed. Exercises from the first assessment, which have been kept secure and unpublished, were administered again to 9-year-olds, 13-year-olds and 17-year-olds (both in-school and out-of-school). Some of the same exercises which were used in the MAFL 17-year-old in-school assessment were included in the second NAEP assessment. However, the general scope of the regular assessment is broader than the MAFL since it contains a wider variety of exercise types spread across a wider variety of objectives and themes. It is not limited to basic reading exercises measuring functional literacy skills.

Unfortunately, it is not possible to report specific results of the second assessment at this time. So far only a few preliminary results have been analyzed, and it is a National Assessment policy not to report results until there has been a complete analysis to ensure that the data are totally accurate.

Research has shown a close relationship between reading and writing abilities. National Assessment data on changes in writing skills has shown that, based on holistic scores for essays, the writing abilities of 9-year-olds have stayed about the same, and the abilities of 13-year-olds and 17-year-olds

have decreased slightly. There was a general trend at all ages toward a decrease in paragraph coherence. However, most of the aspects of writing generally called "mechanics" (e.g. punctuation, capitalization, agreement, spelling, word usage and so on) are being handled adequately by the vast majority of students, and there is no evidence of deterioration in performance levels concerning these skills. In addition, change results from the Mini-Assessment of Functional Literacy showed a mean national increase of two percentage points on exercises dealing with basic reading skills. The MAFL and writing results did not reveal any evidence that schools should "go back to the basics"; indeed, the basics seem to be well in hand. At this time, although data analyses are not yet completed, NAEP sees no reason to be pessimistic about the findings to come regarding changes in reading achievement levels for all three ages.

In order to provide some preliminary information about reading findings, one exercise with preliminary national percentage results is presented below. (The full size exercise copy presented to respondents was clear and legible.) The 17-year-old data are for in-school 17's. Calculations regarding the statistical significance of the changes are not available.



The first reading change summary report is currently scheduled for publication in early Fall, 1976. Results will be presented for the three age levels and all of the reporting groups. A second MAFL assessment was conducted along with the 1974 regular assessment. A report of this study will be released in September, 1976.